SOC 401 – SOCIAL PSYCHOLOGY

Course Syllabus

Instructor Information

Instructor: Clarence Parks, Ph.D.
Email: cmparks@adams.edu
Virtual Office Hours: Monday/Wednesday: 4 pm - 6 pm (MST), 6 pm - 8 pm (ET)

Course Delivery

Online, Semester-based

Credit Hours

3 Semester Hours

Course Prerequisites

SOC 201: The Sociological Imagination with a grade of "C" or above.

Course Time Limits

All Semester-based courses follow a 16 week calendar as detailed in the Course Schedule.

You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

Course Materials

Textbooks can be purchased from the Adams State University Bookstore. To order textbooks or obtain information about book titles, you may go to exstudies.adams.edu and click on the "Bookstore" link. Select "DISTLEARN" from the department menu. (http://adams.edu/students/sub/bookstore/)

Use Section Number: 1029 to order books from Bookstore site. This should provide the correct textbook information and ordering options.

If you have questions, you can contact the Bookstore at 719-587-7981, email at asubookstore@adams.edu or by mail to Adams State University Bookstore, 208 Edgemont Blvd., Suite 3140, Alamosa, CO 81101.
Required Textbook:

Catalog Description

This course looks at Social Psychology from a sociological perspective. It considers (1) social experience gained from the individuals' participation in social groups, (2) interaction with others, (3) the effects of the cultural environment on both social experience and interactions with others, and (4) the emergence of social structure from these interactions.

Social psychology deals with the interface between society and individuals. It explores the influence of social forces on individual behavior, repeated patterns of everyday behavior, and keys to understanding everyday actions in many areas of human conduct. No other course in sociology deals so directly with understanding the ways in which people function on a daily basis.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Contrast micro and macro sociology.
2. Recognize the basic tenants of symbolic interactionism.
3. Examine the power of the situation in determining human behavior.
4. Classify perspectives on impression management and persuasion.
5. Apply principles of sociologically oriented social psychology to personal and professional life.
6. Develop effective writing skills.

Course Objectives

- Cover Symbolic Interactionism and Micro-structural Sociology.
- Provide students with a variety of frameworks from which to view interpersonal interactions. These frameworks may include dramaturgy, ethnomethodology, and the exchange approach.
- Provide knowledge about, and experience in, how groups and individuals can effectively work together.
- Provide students with experiences in a variety of social psychological analyses.
- Provide students an opportunity to improve their discussion, presentation, and writing skills.
- Points specifically emphasized include:
  - To have students understand the basic concepts involved in symbolic interactionism.
To have students master the operational ideas within symbolic interactionist theory.
To give students hands-on practice with the ideas of social psychology in regards to specifically analyzing human interactions.

Course Requirements

Requirements for this course include a self-description, Discussions, answers to the chapter questions for each of the ten chapters in the textbook, ten written Self-Applications, class project, and closed book and closed notes Midterm and Final exams.

Syllabus Assignment: Email the instructor acknowledging that you have read the Syllabus. This is an ungraded assignment.

Academic Integrity Quiz: You are required to read and accept the Adams State Academic Integrity Policy. While it is not graded, it must be completed by the end of Module 1. It is listed under Module 1 under the heading "Accept Academic Integrity Statement."

Discussion Forums:

Introduction Discussion Forum: In your Introduction, write anything you feel would help me better understand you and your life situation.

FAQ Discussion Forum: This is an ungraded Discussion Forum where you can post questions for the instructor or other students in the class, and reference questions from other students.

Graded Discussions: 10 participation points will be awarded each week based on how well you interact with your fellow students in the weekly discussion. In order to receive full credit, you must post your own response and reply to at least two other students’ posts. No late Discussions will be accepted.

Writing Assignments:

There will be one two-part writing assignment due every week except for the midterm and final week. There are a few things to remember when turning in your writing assignments:

- All online assignments are to be completed in a word processing program and saved in an .rtf format.
- All written projects must be submitted by 11:30pm on the due date.
- All online work should be submitted through the Blackboard Assignment links provided in the Assignments tab; email submissions will not be accepted.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Be advised that
your papers are subject to plagiarism detection programs (see Academic Integrity within this syllabus).

- There will be no late assignments accepted unless approved by me!

Example of a Good Chapter Question Answer –

Define, explain, and give examples of the following using the language of social psychology (S.P.) used in the text:

1. **Charisma** is a seemingly mystic or magical gift some leaders have.

Charisma is considered a mystery because it is difficult to define what exactly charisma is, or how one comes to possess charisma. In general, charisma is the quality that transforms people into devoted followers. A person cannot lead without followers, so in order for someone to be a leader they must have charisma. An individual's charisma causes people to follow that individual, thus making that individual a leader. Charisma is based on the emotional responses that leaders inspire in their followers. Because people are more strongly motivated by their emotions than by their cognitions, leaders have to be able to influence the emotions of the people they want to follow them. Therefore, leaders have to be able to inspire certain emotions in others so that those other people will follow them. Two of the main elements of charisma are power and status.

Example of a Good Self-Application Response –

**Chapter 6: Self-Application**

Throughout this chapter, I learned some important information regarding the art of persuasion. I, like the author, like to argue and always want to be right. My belief is that logic and common sense should be prevalent enough to come up to the same conclusions that I have. I've not taken into account the emotions of a person and what they think might be in it for me. When I make arguments (depending on the situation), I want to come to a decision that will best accommodate everyone involved. Others will agree that I put other peoples' interest way before my own. For example, during the holiday season, there was an overnight shift at work that had to be covered for someone who had a family emergency and was unable to work. The person who did the scheduling for the program came to me and said that she had talked to everyone personally and nobody was willing to cover the shift. During staff meeting a couple days later, I discussed the open overnight shift. In my discussion I talked up the team as to how great we were compared to other programs, how tight we have bonded and are always helping one another. At the end, I offered to cover part of the overnight shift (mentioning that I was an exempt employee and wouldn't get paid for the extra hours) and was looking for others who would split the shift with me. More than half of the staff offered to help with the shift. My staff is aware that I do not expect them to do anything that I have not or will not do myself and although I don't have to prove it, it reassures their perception of me when I do.
While revisiting this situation, I wondered why the supervisor was unable to get anyone to work the overnight shift. She was more than prepared to do it herself until the staff meeting. She has a good rapport with most all of the staff but is still somewhat new to her position as supervisor. I have a greater influence over the staff than she does due to my position, competence and rapport with all the staff members individually and as a team. Since she is new to the position, she has yet to gain this status and trust with all the staff. Talking up the team as a whole put everyone in a good mood, not to mention that I announced we were awarded "Provider of the Year" by the Division of Youth Corrections for this year. When I presented the lack of coverage as a team issue, the majority of staff was willing to jump in and help out. Everyone but myself was to gain financially from this shift as it would have been overtime for most. Showing that I was willing to go above and beyond set the bar high for everyone and many were ready to meet the challenge.

Above I mentioned that I always like to be right, and so does my wife. Often times this ends up in pretty funny debates as to how we can convince each other of our view. Most of these debates are over trivial issues that neither of us care about and being right or wrong will not impact us either way. We both like to argue. In my bookcase I have a book by Gerry Spence How to Argue and Win Every Time. This is a book I read almost 10 years ago and barely remember the information in it. My wife has seen the book (not read it) and refers to it often in the context that I might need to brush up and read the book again just to spite me. Recently we had a discussion regarding preschool for our oldest daughter. She did a lot of research regarding the educational opportunities in our community and had scheduled a tour. The school we were to tour was for low to middle class families and a very few high income families. To my complete astonishment we were considered high income. The chances were not good that we would be able to get into this school due to our status. Other schools in the area were primarily Christian based schools. My wife is uncomfortable with sending our children to Christian schools mainly because she never has been to church and it is "the unknown" to her. She has no desire to even attend a church sermon to see what it's about. I on the other hand, went to church every Sunday of my youth. I am much more comfortable sending my children to a Christian school than she is because of my familiarity with it. In my persuasion to get her to at least consider a Christian school, I mentioned that neither one of us has anything to lose in this situation. The schooling is for our daughter and regardless of biases we need to consider all options. Maybe I do remember a thing or two from Gerry Spence. In the end we both agreed to visit 3-4 preschool programs and pick the one we felt would be best for our daughter, biases aside.

In this situation we both had emotional views that went beyond our daughter's education. I am more comfortable with a Christian based school due to my past experiences with church and the type of people that church collects (as in good natured people). On the other hand, a school for mostly low income families can put our daughter in a position of mingling with children or siblings of our clients. Not that she would have any knowledge of this but the idea that we do make enemies could potentially put her at harm. What a thought. Might as well home school!
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Exams:

Midterm Exam: Covering Chapters 1 – 5 (100 points)
Respond to the questions based on the social psychological information covered in your text for the following issues. Write T or F for the true/false questions. Fill-in-the-blank or short answer questions require from a one-word to a one or two sentence response. One point each for a total of 50 points.

For the Essays, answer two (2) of the questions. To receive full credit, your answers must comprehensively cover the social psychological information given on these topics in your text. Personal examples not needed. 25 points each.

Final Exam: Covering Chapters 6 – 10 (100 points)
Respond to the questions based on the social psychological information covered in your text for the following issues. Write T or F for the true/false questions. Fill-in-the-blank or short answer questions require from a one-word to a one or two sentence response. One point each for a total of 50 points.

For the Essays, answer two (2) of the questions. To receive full credit, your answers must comprehensively cover the social psychological information given on these topics in your text. Personal examples not needed. 25 points each.

Class Project:
Discuss how the ideas of social psychology in this text can make you a more effective professional in whatever occupation you choose to pursue. Use first person to make this assigned project as relevant as you can to your own life, but be certain to have the social psychological concepts the focus of your answer.

Assignment Submissions:

- Both Chapter Question Responses and Self-Application Responses for each Module MUST be submitted together. Submit assignments in the Assignments tab as an attached .docx or .rtf file.

- Late items will have 1 point deducted for each day late unless documented evidence is presented excusing the lateness.

- No late assignments from Chapters 1 – 5 will be accepted once the Midterm Exam has been taken.

- No late assignments from Chapters 6 – 10 will be accepted after the Final Exam has been taken.

Instructor Response Time: Response time of assignment grades, feedback, emails etc. will usually be within 3 business days.
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All written work is subject to plagiarism detection software review. Identified instances of cheating or plagiarism will follow the Academic Integrity statement in the Syllabus.

Grade Distribution and Scale

In alignment with ASU academic policies, no D may apply to a major or minor field.

Grade Distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Lovaglia Questions Chapters 1-10</td>
<td>100</td>
</tr>
<tr>
<td>Self-Applications Chapters 1-10</td>
<td>100</td>
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<tr>
<td>Discussion Participation Chapters 1-10</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Class Project</td>
<td>100</td>
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<td><strong>Total Points</strong></td>
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Grade Scale:

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<td>539-480</td>
<td>89% - 80%</td>
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<td>479-420</td>
<td>79% - 70%</td>
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<td>419-360</td>
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<td>D</td>
</tr>
<tr>
<td>359-0</td>
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ADA Statement

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to university programs. In order for a course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Services (ODS) is located in Richardson Hall, Suite 3-100, by mail at 208 Edgemont Blvd., Suite 3-100, Alamosa, CO 81101, by email at odsd@adams.edu, or by calling 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses. Please communicate with them as early as possible; this can be in person, via email, or by phone. The Disability Services Coordinator shall either provide you letters to give to your professors for accommodations or email these letters out to you and your professors.
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**Academic Integrity**

In accordance with Academic Policy 100-03-01, Adams State University, to preserve academic integrity, does not tolerate academic dishonesty (misconduct). Every student is required to practice and adhere to the principle of ACADEMIC INTEGRITY while undertaking studies at Adams State University. Students and faculty at Adams State University value academic honesty as a virtue essential to the academic process. Cheating, plagiarism, unauthorized possession or disposition of academic materials, or the falsification or fabrication of one’s academic work will not be tolerated.

Any offense may result in a zero for the exam, lesson, or exercise in question and may result in failure of the course. Please refer to the ASU Extended Studies Academic Integrity website for more information including the student handbook: Academic Integrity at Adams State University.

All written work is subject to plagiarism detection software review.

**Student Identity Verification**

Adams State University utilizes a variety of methods to verify the identity of students enrolled in courses, including but not limited to: secure logins and pass codes, proctored exams, security questions, and other technologies and practices that are effective in verifying student identity. Some of these methods may incur an extra cost to students; associated costs will be outlined in the course syllabus, other University documents, and on the University website. Adams State University reserves the right to request additional government-issued documentation of identity from students for the purpose of ensuring that the person enrolled in the course is the person completing assignments, exams, and all other course requirements. Any student engaged in incidents of student identity fraud may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation, or suspension from the course, academic program or University, or expulsion from the University.